This Issue

This issue of Connect is being produced in association with the First International Student Representative Conference (ISRC), being held in Sydney from 13th to 17th December, 2000. If you’re not attending - if you’re reading this at home or a school - then I hope the information here has you kicking yourself about not going to Sydney. Rest assured, you’ll be even more envious when you read all about the Conference outcomes in future issues.

If you are reading this at the Conference, and have come across Connect for the first time there, let me start this issue with a few words of introduction.

Connect is a journal that is published six times a year in Australia, and aims to document and share information about student participation. It’s been doing that for just over 21 years with this issue. It’s a journal that is totally reliant on subscriptions and donations to continue: it’s not produced by any organisation, nor has it had continuing financial support from an Education Department or the like. So there’s a subscription form on the back page - if you want to hear more, send in your subscription now!

Connect is produced from two major assumptions:

a) It is valuable for people involved with student participation approaches to stop sometimes and reflect on what we are doing - and writing an article for other is one way of sorting out the why and what and how.

b) Change in education is most likely to occur when people can see practical examples of useful practices in enough detail that they can try something similar.

So Connect encourages teachers, students, administrators, consultants, parents and others to write about their experiences and to share them with others who will be interested.

What sort of experiences?

Connect is committed to the idea of enhancing and developing student participation - that is, approaches in education in which students share in making decisions about their education, in which students take part in implementing those decisions, and through which students do real, important and valued things that affect the world in which we all live. The centre pages of this issue of Connect contain much more information about ways in which this happens.

So Connect shares those stories, promotes resources, advises about events, argues about better ways to do things, gets impatient, excited, annoyed, moved impressed...

Next Issue of Connect

And because Connect relies upon your writing, it implores you again to participate: to put pen to paper, fingers to keyboards ... and send us your stories. Remember: “If it hasn’t been written, it hasn’t happened.”

Roger Holdsworth.

NEXT ISSUE: #127 - February 2001

Deadline for material: end of January
"SRCs: Building a Better Today"

At last it's here. Well, in NSW anyway.

From Wednesday 13th to Sunday 17th December 2000 around 400 people from various parts of Australia and countries overseas will gather for all or a part of this five day event. Some are delegates, some guests, and some volunteers who make it all happen. All are representative of others.

The University of Sydney and The University of Newcastle, Central Coast are the twin sites for meeting, mediating and methodically working through numerous personal and global issues and seeking ways of doing something about them. Keynote speakers, workshops, roundtables and exhibits enlighten the issues. Homerooms, Melting Pots, Entertainment, a forum and Action Groups do the rest.

This meeting of representative secondary school students with their teacher/advisers has been conceived as a beginning, not an end. In this, the last heart-throbs of Sydney and Australia's magnificent contribution to the Olympic and Paralympic movements, Sydney (and the world) should feel the pride PASTA and the ISRC 2000 Organising committee does in initiating a once-every-four-years international celebration of diversity, challenge, environmental awareness and positive action.

PASTA, the ISRC 2000 Conveners and others who have helped organise this inaugural event thank the organisations and individuals listed below for their support of this Conference.

The initiative for this 'Olympiad of Citizenship and Representation' came from long-time student council adviser Ralph Murray, first President and co-founder of PASTA with (an even more ancient but still kicking) Charles Kingston, currently PASTA Vice-President: International.

Together with original 'Student Chairs' (now adult Co-Conveners) Anna Samson and Greg Arrow, the rest of the current PASTA Executive Committee and volunteer students, parents and teachers have put this project together with no major sources of direct funding and - Connect excepted - less willing media coverage for student representation and active citizenship in the three years preparing for it than in one day's coverage of the Olympics.

The energy, creativity, persistence and sheer skill of the ISRC 2000 delegates - students and advisers alike - can begin to change that poor profile. The first and only 'pre-ordained' recommendation for the student delegates at this Conference to ponder - that a second such gathering be planned for Greece in the 2004 Olympic year - might, by then, make front page news elsewhere.
ALL TOGETHER NOW

Some of the highlights of the plenary general sessions for ISRC 2000 are:

OPENING SESSION

13 December 2000
11 am - 12:30 pm
Footbridge Theatre - Parramatta Road

- A/V show featuring OZ and Olympics/Paralympics themes
- "Welcome To Our Land": Indigenous People’s Ceremony.
  The welcome is from Ali Golding - Elder of the Biripi Tribe. The Tribal Warrior Dancers from NSW and Queensland, representing Australia, will welcome and exchange gifts with members of the Mohawk Tribe - including its Chief - representing indigenous peoples from the rest of the world.
- Deputy Vice Chancellor Professor Judith Kinear from The University of Sydney. ISRC 2000 is an official part of the Sesquicentenary Year here - 150 years of positive educational achievement combined with active community involvement.
- Official Opening by The Hon. Peter Primrose MLC - Government Whip of the NSW Upper House, representing the NSW Minister for Education and Training
- First Keynote Speaker: Linda Burney - Director General of the NSW Department of Aboriginal Affairs
- Performances from Central Coast NSW included are:
  - an original Conference Theme Song, “In Our Children’s World” by Gavin Murray
  - Central Coast Dance Ensemble, including students from primary school also. ‘Leading By Example’ and ‘Leadership Through All Ages’ is their artistic message.

DAY 2:

Thursday 14th December
Special Afternoon/Evening Ceremony
OLYMPIAD OF CITIZENSHIP AND REPRESENTATION

- What It Means To Be A Representative: Delegates from Ghana and Nigeria, from Thailand and Philippines, from Slovenia and Germany, from Canada and the United States will explain on behalf of their worlds. A Tasmanian delegate and an Australian International Delegate on the 2000 Overseas Leadership Tour will provide a down under version.
- Activities: Representation hands across the waters/Olympic style fun and games
- Ceremonial ‘Candlelighting’ Conclusion: “Mr. Phil” - a Louisiana (now international) legend - on: world peace, international cooperation, the crucial nexus of adult and young citizens working together, this as the start of something bigger - Greece 2004 and beyond.

DAY 4:

Saturday 16th December
GENERAL SESSION
9:30 am - 11 am
Wallace Theatre - Univ. of Sydney campus

- Keynote Speaker: Sharan Burrow - President of ACTU (Australian Congress of Trade Unions) and Immediate Past President of AEU (Australian Education Union).
  Not coincidentally, earlier in her career, Sharan was an adviser to the 1980s Western Region (NSW) Student Government Association (RASG). Long-term readers of Connect may recall relevant past issues in which projects such as PASTA’s current overseas tours and conferences such as this had their origins.
- Panel of visitors to the Conference, presenters and delegates. “Getting Things Done” is the topic, not just for this panel, but for the entire Conference.
DAY 4 Forum:

"THE MAIN EVENT"

Wallace Theatre: 4:30 - 7:00 pm

• Recommendations from secondary students on the issues of the Conference lead to action group on the final day and a presentation of resulting action plan to a representative of UNICEF.

Next year the United Nations has set aside a full General Assembly Session to look solely at issues related to children. Next year is also 2001 - International Year of the Volunteer. Hence...

DAY 5:

Sunday 17 December

Wallace Theatre: 10:30 - 11:30 am

• CSC (Community Service Certificate) Awards Ceremony


LECTURES/WORKSHOPS/ROUNDTABLES/PANELS

Each numbered session has one large lecture and 10-12 smaller group presentations. Workshops are formally prepared presentations. Roundtables are more informal. Panels involve several presenters each making a contribution to the whole. Some happen more than once on the same or different days.

'S' is a student delegate... 'A' an adult delegate... 'G' is an invited guest presenter

DAY 1

THEME: "Celebrating Cultural Diversity"

Session 1.

'How To Do Something About Discrimination" - Margaret Kaye (G - NSW), Anti-Discrimination Board of NSW

Session 2.

'The Challenge of Being A Peacemaker and a Reconciler" - Reverend Ron Williams (G - ACT), National Tribal Elder, Wongi and Mirnong Tribes

'Smaller Presentations:

Country Folk - Which Hats Do We Wear?" - Tony Heeson (A - Alstonville NSW)

'There’s More to Australia than Sydney" (S and A representative Delegates from South Australia, Tasmania, Victoria)

'Celebrating our Differences Through Care and Service" - Michael Busada, Daphne Heacock, Steven Wood,athan Salvail (S - Louisiana, USA)

'Celebration of Diversity" - Prashanth Shannugan (SG - sme bush)

'Cultural Diversity in Africa" - Clement Diamini (S - vuziland)

'Colours of Diversity" - Alisa Huth (S - Pennsylvania, SA)

"Break It Down" - Mary Naam (S - Illinois, USA)

"So What's It Like There?" - Ashley Chavez (S - New Mexico, USA)

"Ow Ya Goin Mate? A Western Suburbs View - Kylie Vasallo and Team of ex-OZ to overseas tours delegates (S - Sydney)

"Our Island Home" - A Tasmanian Cultural View (S from Prospect High School - Launceston, Tasmania)

"Spirit Week" - Bringing A School Together" - Matthew Lendrum and Matthew Jarrett (Alstonville HS, NSW)

"African Views on Global Cultural Diversity" - (S and A - Nigeria/Ghana Delegates)

"Culture Fest" - Gane Olsen - President of CASAA (A - Alberta, Canada)

"A Touch of Class" - Greg Zukiwsky (A - Canada)

"Acceptance" - Carolyn Lewis (A - Canada)

"The Kangaroos meet the Scottie Dogs" - Katie Grim (S - New Jersey, USA) with Bec Heinrich/Lisa Bollard - ex overseas tour delegates (S - Sydney)

"Negotiating Curriculum for REAL for ALL students" - Roger Holdsworth - Editor of Connect (A - Melbourne)

"Duke of Edinburgh Awards" - Bob Cresswell (G - NSW)

"Community Service Certificate (CSC) Awards Program" (A - Ralph Murray - NSW)
DAY 2

THEME: “Challenges Facing Young People in the 21st Century”

Unless noted a 'S' or 'A', presenters this day are all invited guests from community organisations.

Session 1.

“How do we wish ‘THEM’ to see ‘US’? Three levels of problems we face” - The Hon Emeritus Professor Dr Peter Baume (NSW)

Session 2.

Westmead Hospital Teenage Health Unit - Dr Simon Clarke and Team (NSW)

Session 3.

“Human Rights - Right? or Wrong? - Around The World” - Amnesty International

Session 4.

“Corporatism and Democracy” - Rod Land, PASTA (A - Victoria) and Peter Cahn, CADA (A - California)

Smaller Sessions:

“Working on the Solutions... Challenges for young people in NSW” (Rachel Smith and David Burfoot, Commission for Children and Young People)

“Shaping Your Own Destiny” - Armando Hurley (Raging Waters, NSW)

“AIDS Memorial Quilt” - Douglas Knox (NSW)

“Health Issues for Children” - Michelle Nicholson (New Children's Hospital)

“Homelessness” - Phil Nunn (Mission Australia)

“Power of the Subconscious Mind” - Sandy MacGregor (Calm Pty, NSW)

“Young People as Global Citizens” - Sarah Dunbar (World Vision, Australia)

“A National Forum on Education” - Gane Olsen (A - President, CASAA)

“Reaching Out” - Greg Zakwisky (A - Adviser W P Wagner HS, Canada)

“It's Elementary’ - Primary Student Councils meeting real challenges in their schools” - Roger Holdsworth (A - Editor of Connect)

“Challenges For Australian Youth” - Mimi Zhou (S - Sydney Girls HS)

“Enough Is Enough' - Anti-Violence” - Ken Marslew (Sydney)

“Community Volunteer Projects” - Carolyn Lewis (A - Adviser McNally HS)

“Drugged and Drowned Solutions?” - Dr Peter Baume

Community Service Certificate Awards Program (A and S - Ralph Murray and team)

Roundtable: “Representation” (S and A - Samson/Kingston/Wilson/Pharaoh, NSW and ACT)

“Breaking Through The Barriers” - Peter Fortune and Jan Vincent (Spastic Centre)

“Challenges facing young people in the 21st Century” - Melissa De Matteo, Jeremy Buckley (S - Victorian Red Cross Yout Leaders)

“An Intergalactic Guide to Relationships” - Liz Hammond (Senior Project Officer, NSW Sexuality Project, Central Coast

"Reach Out: Youth Mental Health and SRCs" - Jonathan Nicholas (Inspire Foundation, NSW)

“Changing Your World By Changing Your Attitude” - Robert Lindh (S - Pennsylvania)

“Living Life In the Glasshouse” - Dan Harbake (S - Nord Dakota)

“Challenging Ourselves” - ‘Mr. Phil’ (A - Phil Gugliuzza Executive Director - LASA - Louisiana)

“Advisers For Computers (or vice-versa)” - Greg Arrow (S Bathurst)

“Going International - the present and future of PASTA/NASC CASAA Overseas Student/Adviser Leadership Tours - Ken Page (NSW) and team

DAY 3

THEME: “The Environment - Conserving Our Future”

Session 1.

“The Environment - An Aboriginal Perspective” - Frei Maher (Coordinator) and Gillaee Learning Centre Team (Central Coast Campus, Ourimbah)

Session 2.

“The Environment - A Non-Aboriginal Perspective” - Su Lennox and Judy Charnard - OZ GREEN (G - NSW)

Smaller Sessions:

“A Tobacco Free World of the Future” - Doug Tutt (G - Central Coast Health Promotion Unit, NSW)

Maitland Enviro Youth Council - Elasce Golderman and Lann Collison (S - NSW)

Environmental Action Groups in Africa (S and A - Nigeria Delegation)

Discussion and Melting Pot Groups which follow, look for recommendations and action groups for specific areas of interest to different people such as:

- Pollution/Recycling .
- Global Warming .
- Clean Up Australia/The Globe .
- Water Quality/Streamwatch etc .
- Public Space/Recreation .
- Beautification of Surroundings (Indoor/Outdoor)
- Buildings/Architecture and Art .
- Population .
- Fossil Fuels/Alternative Energy Sources .
- Native plants .
- Endangered Species .
- Animal (and Plant) Rights .
- Urbanisation . .

Connect 12
Day 4

THEME: “The Media, Political Process and You”

Sessions 1 and 2.

“Life.com.au” - Motivational Media Audio/Visual Show (G - Queensland) with “Dare To Dream” - Banana Power (S - NSW) - a Joint Presentation

Smaller Sessions:

“Student Leadership Structures in NSW DET” - Members of the NSW SRC: Kadi Martin, Rey Reodica, Lana White, Sam Bush, Tim Ireland, Hayley Barrett, Kristy Pieber, Lauren Danecek

“Participate: It’s Great” - NSW State SRC Conference 2000/2001 Theme” - Members of the NSW State Working Party: Zeah Behrend, Rebecca Cameron, Ismael Julius, Alecia Wales, Jessica Lee

“Getting Things Done” - Matthew Martin (G - Principal, High Life Australia)

“Campaigning For Change” - Sarah Khanlari, Mathew Lendrum, Asaf Fisher, David Burfoot (S and A - Commission for Children and Young People)

“Being Reflective Through Systematic Inquiry and Writing” - Les Vozzo, Faculty of Education (G - University of Western Sydney)

“Year Level Management Groups in an R-12 School” - Lyndal Evans (A - Student Leadership Coordinator, South Australia)

“The Challenge of Leadership - Accredited Curriculum” - Kathy Coll (A - Student Activities Director, Pennsylvania)

Amnesty International - Georgina Perry (Amnesty International Vice-President, NSW)

“Campaign for Respect” - a character education program - Beth Wolff (A - Student Activity Coordinator, Indiana)

“Winning Projects” - Gane Olsen (A - President, CASAA)

“Leadership 101” - Greg Zukiwsky (A - Adviser W P Wagner HS, Canada)

“Youth City Council” - Nicole Vasquez (S - Texas)

“School Symposium” (A - Carolyn Lewis, Adviser McNally HS)

“Corporatism and Democracy” - Rod Land (A - PASTA, Victoria) et al

1st International Student Representative Conference
Wednesday - Sunday 13-17 December 2000
University of Sydney and University of Newcastle, Central Coast NSW, Australia

TARGETED AUDIENCES
ACTION GROUPS

In addition to actions developed from the Melting Pot process, input from workshops and The Forum recommendation, both student and adviser delegates may choose to work with/represent to the following ‘audiences’:

• INDIGENOUS PEOPLES OF THE WORLD: Indigenous Actions/Actions in tandem with Indigenous Peoples
• OLYMPICS/PARALYMPICS: IOC and International Paralympics Committee Actions
• UNITED NATIONS: Global Actions through the UN mechanisms
• MEDIA ROOM: Media/Communication Actions (includes Conference Reporting)
• POETRY ROOM: Artistic Actions (includes graphic aspects of Conference Reporting)

For further information:
1st International Student Representative Conference
1 Gladstone Street, Bathurst NSW Australia 2795
Phone: (02) 6332 2603 Fax: (02) 6332 2302
E-mail: ckingston@interact.net.au
http://www.hsc.csu.edu.au/pta/pasta/
How's Your Australian Achievement Awareness?

ISRC 2000 MELTING POTS

These groups - a mix of gender, age and, most importantly, cultural background - are at the heart of the processes of this Conference. They mostly meet twice a day.

In addition to representing the school or organisation that sent them, Melting Pot members need to represent - ie report on/reflect - the input from workshops and lectures they have attended. It is the best way others can get a taste of what's been happening at other presentations while they were busy with their own.

Melting Pots are named after Australian achievers - one woman, one man per group. In choosing from a spectacularly long list, emphasis was placed on humanitarian efforts. The criteria for Names was that they be:

• an identifiable Australian who has contributed to world betterment . . .
• no longer alive . . .
• in the context of their time, got things done . . .
• not a professional politician or military figure (unless, like 'Weary' Dunlop, known more for his humanitarian efforts, even if those happened to be under wartime conditions)
• not primarily a sportsman or sportswoman (unless also equally well-known for his or her contributions to humanitarian causes).

Now, while the rest are representing you at ISRC or elsewhere, busy yourself with this. How much do you know of these people? They came before, created rather than conquered, and, in many cases, are remembered less than the latest 'celebrities'.

1. Oodgeroo Noonuccal (aka Kath Walker)/ Sir Henry Parkes
2. Howard Florey/Fanny Cochrane Smith
3. Edward “Weary” Dunlop/ Dame Nellie Melba
4. Judith Wright /Douglas Mawson
5. John Flynn/Jessie Street
6. Dame Mary Gilmore/ H C (Nugget) Coombs
7. Frank MacFarlane Burnet/ Elizabeth MacArthur
8. Mary MacKillop/ Birnham Birmum
9. Victor Chang/ Amy Johnson
10. Fred Hollows/ May Gibbs
11. Vida Goldstein/ Manning Clarke
12. Nancy Wake/Jack Davis
13. Sir Mark Oliphant/Louisa Lawson
14. Carolyn Chisholm/ J C Williamson
15. Garth Boomer/Elizabeth Kenny
16. Betty Archdale/Eddie Mabo
17. Arthur Boyd/Roberta Jull
18. Albert Namitjira/Daisy Bates
19. Charles Kingsford Smith/ Dorothea MacKellar
20. Minard Crommelin / Sir Sydney Nolan
21. Dame Roma Mitchell/ Henry Lawson
22. Lucy Barnes/Banjo Paterson
23. Ken Hall/May Matthews
24. Catherine Helen Spence/ Sir Robert Helpmann
25. Sir Hudson Fysh/ Margaret Preston
26. Rose Scott/John Bradford
27. Damien Parer/ Margaret Cuthbertson
28. Dorothy Helmrich / Sir Peter Abeles
29. Patrick White/Jean Macnamara
30. Ruth Park/Sir William Hudson

This (final?) edition of the ISRC Bulletin was edited by Charles Kingston for PASTA.
PASTA NEWSLETTER
# 20 - December 2000

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.

SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM IN THIS ISSUE

PASS THE PASTA

This column, a regular feature of this newsletter, normally carries the news and views of the current PASTA President. Our Immediate Past President, Ralph Murray, and our current President, Jeanne Bow, have for well over three years used this space to trace the progress of our projects.

As this issue is also a special resource for delegates at the ISRC 2000 Conference in Sydney, we (not for the first time) break the mould and take this opportunity (once again) to let a wider audience (this time, hopefully a continuing one) know more of three things:

- What PASTA is;
- How the Community Service Certificate (CSC) Awards Program operates;
- What and how to be a part of our annual Overseas SRC Leadership Tours.

PASTA (Australia)

The Professional Association of SRC Teacher/Advisers (PASTA) was developed at a Sydney Conference in February 1995 and formally incorporated as a professional association in August of that year.

PASTA is affiliated with the Professional Teachers Council of NSW and maintains active international links with related organisations such as NASC, NASAA and CADA in the USA, CASAA in Canada, OBESSU in Europe and, more recently, as a result of the ISRC 2000 Conference, environmental and peace groups in Africa and Asia.

From a base in New South Wales, PASTA’s membership has grown steadily (if not spectacularly) and earlier this year took a large leap forward with the establishment of the first branch group of PASTA in Victoria. The steady addition of members here and there from Tasmania, South Australia, Queensland and the ACT augurs well for the current and future development of a sustainable national association, previously non-existent in Australia.

Memberships are open to anyone with an interest in supporting the professional development of teacher/advisers, students and schools in general in the curriculum areas of leadership, participation, and representation. “Promoting and Representing SRC Teacher Advisers at school, region, state and national levels” and “Providing opportunities for student advisers to develop their expertise” are part of our constitutional brief.

A membership form is included within this newsletter. Membership categories are:

- Ordinary (individual teachers, advisers, senior education officers, etc);
- Concessional (students and pensioners);
- Institutions (schools, SRCs, youth groups, professional associations, education bodies);
- Corporations; and
- Overseas.

As one of the benefits of membership, members receive a subscription to Connect, which incorporates this PASTA Newsletter. It keeps members, indeed all readers of this magazine informed of our major projects, gives tips for advisers and student leaders and information about completed or upcoming events in this field.

For the past two years, this magazine has also boldly sustained the vision of the ISRC 2000 Conference through the separate insert titled the SRC 2000 Bulletin. One part of that plan was to provide previously hard to find information about SRCs (and similar secondary school student governance groups) and publish this as a regular column.

SRCs Around the World managed to unfold with a feature article comparing student leadership structures and cultural variances sustaining or inhibiting them between the USA and Australia (October 1998). It sustained momentum for over a year with special articles - within its pages or elsewhere in Connect - on similar

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http://www.hsc.csu.edu.au/pta/pasta/
matters in Canada (CASAA), Denmark, Europe in general (OBESSU), and California (CADA).

In truth though, the awareness, the research, the communication (perhaps, sadly, even the sustainable structures themselves) by others have not been done adequately for most parts of Australia or the globe to enable us (or anyone else it appears) to focus regularly on this vital area of national and international education.

As a result of the 1st International Student Representative Conference, one (albeit thin) hope is that much more such information will be written and shared amongst us all - not kept within too often closed borders of countries, institutions and personalities.

In addition to the ISRC 2000 Conference, PASTA’s major projects so far - the Community Service Certificate Awards Program, Overseas Leadership Tours and involvement in civics and citizenship curriculum with schools - are explained further in this and many previous issues of Connect. As of February 2001, watch for new in-service courses and conferences aimed specifically at teacher/advisers.

Further information is also available through our website: http://hsu.csu.edu.au/pta/pasta/

Charles Kingston
(PASTA Vice-President - International and Website Coordinator)

COMMUNITY SERVICE CERTIFICATE AWARDS PROGRAM

CSC CSC CSC CSC CSC

As Sydney and the world (post-2000 Olympics and Paralympics) now knows well, volunteers are capable of enormous energy, hospitality and guidance. To those in real need. Or to those just seeking an extra hand now and then.

For PASTA and hundreds of other volunteer community organisations, this is nothing new. At ISRC 2000, the Closing General Session and major CSC Award Presentations to Delegates and special guests highlight the hours, years, decades and lifetime of young people and not so young people who work without pay.

And, the Olympic Volunteer parade and enormous media coverage aside, without recognition. The International Year of the Volunteer in 2001 could have come at a better time. The truth is: it should have been around much earlier. EVERY YEAR.

CSC AWARDS recognise and encourage volunteer efforts wherever they occur.

- The CSC is INCLUSIVE.
  (ALL volunteer program, even those that already have their own recognition schemes, are credited towards CSC award hours.)

- The CSC is AGELESS.
  (‘Youth At Work’ for those under 18 is complemented/modelled by ‘Citizen At Work’ Program for adults.)

- The CSC is CREDIBLE.
  (Volunteers, schools and local groups keep records/the CSC Coordinating Committee supplies the resources to do so and monitors the program.)

- The CSC is ACHIEVABLE.
  By recognising and encouraging young and older citizens alike to keep track of their volunteer hours, we have discovered that the original award categories simply did not cover the field.

To date, CSC Certificates (for 400 Hours) - first considered a reasonable target for high school students to aim for - have been surpassed by far more school age people gaining both Certificates and Medallions for Bronze (1000 Hours) and Silver (5000 Hours).

As a beginning Year 12 student in January 1998 one current Convener of ISRC 2000, Anna Samson was awarded the Gold CSC. That represents over 10,000 hours of voluntary activities. Recorded. And now, recognised by others.

And as for adults, well, ISRC 2000 will publically launch New Award Categories & recognition: Volunteer ‘National Treasures’ through Sapphine (30,000 Hours), Ruby (60,000) and Diamond (90,000+) Pins. And, in time, record their enormous achievements in a permanent and renewable book and CD ROM available nationally and internationally.

The Community Service Certificate Awards Program has been in its initial trial phase for the past three years. It is a joint project of PASTA and The University of Newcastle, Central Coast Campus Schools, local councils, community volunteer groups are member institutions supporting it. Individual students and adults access it through these groups.

Institutional membership in PASTA now also automatically provides the member institution with annual membership in the CSC program, capability of guiding its members to keep their own records of their volunteer hours and apply for the certificates, medallions and public recognition.

If desired, Olympics aside, many volunteers especially adult ones, seem to successfully avoid the limelight. While in its own way admirable, one sad result of this modesty is that positive role model for younger people to become involved is volunteering are - generally - not an item. PASTA and the CSC are intent on changing that. WITH YOUR HELP.

PASTA Newsletter - Supplement to Connect 12
In education, the word 'participation' has been used in various ways. For example, it can mean 'being there' (as in participation in retention rates); it can mean 'taking part' (as in doing activities over which students may have no say); it can mean 'having a say' (students speaking out about issues). All these are important, but we mean much more than these definitions when we talk of 'student participation' in primary and secondary schools.

We mean: an active role for students in decisions about, and implementation of, education policies and practices, and of the key issues that determine the nature of the world in which they live.

This implies that participation must value the contribution that students make, meet genuine needs (whether real things), have an impact or consequence that extends beyond the participants (i.e., outside the classroom), be challenging to participants, and provide the opportunity for planning, acting and reflecting.

Another way of saying that is to see that student participation must involve activities that are valuable and make sense in three ways:

a) to the participants — students are working on issues they choose, that make sense to them, and which they value;

b) to the community — the community sees the issues as valuable ones to be worked on, and in which students can add something of value to that community;

c) academically — the participation meets the academic or curriculum goals that schools are required to achieve.

These principles then provide an essential checklist by which we can determine whether a particular proposal is of worth. Is it driven by student choice and enthusiasm? Does it produce something of real value to the community? Does it meet the learning goals of the school or the subject?

Arenas of Student Participation

There are three major arenas in which we must see student participation developing. The existence of participation in all these arenas is important and complementary. The absence of active participation in any one of these areas weakens student participation across the whole school:

a) in school governance:

This involves students, either directly or through representatives, in participation in school decision making. This might occur through students taking part in committees such as School Council, Curriculum Committee, Regional Board and so on.

b) in student-run organisations:

This involves students in Student Representative Councils (SRCs), Junior School Councils (JSCs) and so on, where students can discuss, debate and decide their position on issues facing them.

c) in curriculum decision making and action:

This involves students in decision making and action through classroom learning partnerships, and through specific 'student participation' projects or approaches. Curriculum negotiation is basic to all such approaches and can occur at all levels (though it has often been spelled out most coherently in senior school curriculum).

There are long lists of practical examples in all these areas. The next pages deal with each of these areas in turn and raise some issues to be considered. But there are many more ideas and issues that need consideration.

It is important that documentation and sharing of practical initiatives in both primary and secondary education continues to occur. This national newsletter, Connect, has provided a means for this to happen for over 20 years.

Roger Holdsworth
Student Organisations

Many schools now have some form of student organisation - and these have recently developed most rapidly in primary schools. While these Student Councils have traditionally been seen as having limited or token functions (fund-raising and the organisation of social activities in many cases), schools that are serious about supporting student participation continue to discover ways to extend the role of student organisations so they are a vital part of the school's overall decision-making structure.

What do they do? What can they do?

These student organisations enable students to meet and discuss, debate and decide on issues of importance to them. The sorts of issues that Student Councils consider are:

- fund-raising for school or community concerns;
- organisation of student social activities;
- school rules, including issues about uniforms;
- school (and related) facilities;
- environmental issues in the school and community;
- advocacy: representing students eg considering and 'taking up' others' complaints and concerns;
- curriculum (teaching and learning, subjects, timetable, assessment and so on);
- community development and action.

Schools that are serious about student participation encourage and support Student Councils to work on all these issues - and more. Student Councils that seriously want to be part of a school's decision-making never say: "That's something we couldn't be involved in."

Student Councils often approach these issues in three ways: in some cases, they do things themselves (eg organising activities) - but these are often relatively limited or trivial things; in other cases, they ask others to do things (eg they approach the Principal) - but this strongly limits the effectiveness of the Council, and leaves the final decision and action to someone else; or thirdly, they share the decision-making with others (eg on a school committee) and participate in suggesting and deciding about the approaches and in implementing solutions.

(For more details on these, see Connect 116, April 1999, p 22)

Who?

Who gets to be on a Student Council? Some schools are now concerned that such groups only involve a small number of students - the ones who love meetings, or are popular, or can make good speeches. They are trying to invent new types of Student Councils, or Forums, or broader structures that can involve more students in different ways. For example, some schools are developing many different groups - task committees, action groups, peer support groups and so on - with students elected, or volunteering from different parts of the school. The 'traditional' Student Council then might be an executive or coordinating committee run by students. This way, more students can participate; this way, different students can take action and have their voices heard.

These arrangements are also influenced by some simple but difficult decisions: When does the Student Council meet - at lunchtime, or as part of the curriculum? Who is elected - the 'dags' or a variety of students representative of interests of the student body? How does the election procedure influence or limit who gets elected (eg if people have to make speeches, do only the already confident students get elected)?

Credit

If participation in decision-making is an important learning activity within a school, how do schools recognise and credit students' Council and other participation as part of the school's curriculum? This could also provide some time for students to carry out this work. Schools have considered ways of incorporating Student Council work as a subject, or as part of the work requirements (through subject or work/task substitution). This means that students have to negotiate ways of showing what they are learning when they are on a Student Council.

Training and Networking

Student Councils also need time to develop as a group and to increase their skills. It is important to make regular time to meet, to include some training days or camps, and to network with other Student Councils.

Some Issues:

- Who gets to participate on Student Councils? Is there only one form of participation possible - a form that continues to favour those students who are already succeeding?

- A constant issue is that of the support that students provide for a Student Council. It has generally been discovered that when a Student Council listens seriously to students, works on their issues, reports back, and involves other students (instead of just doing things for them), they get strong support from other students. Time is needed within home-groups or classes for such discussions.
Students as Part of School Decision-Making Bodies

Student participation also means representation within the broader decision-making structure of the school, on the School Council and on various committees and working parties that make decisions and recommendations on policies and programs.

These councils and committees are at the core of school decision making. They deal with issues of whole school governance: finances, curriculum, welfare, facilities and so on. As noted opposite, if students are to do anything other than ask others for change, or act on less important matters, they need to be sharing in these decisions, as partners in the operation of the school.

Understanding School Structures

Many students, even those on school committees, will need to develop their understanding of how decisions are made in a school. What are the structures that exist?

A useful exercise for a Student Council is to research how decisions are made. Draw up a 'decision-making' map of the school. Ask: What are the committees, who is on them, what do they deal with, who do they report to? Are students already represented on these bodies? (Do they want to be?)

Connecting School and Student Councils

The ways in which schools connect Student Councils into the broader school decision-making, so that student concerns and views are heard, can assist all students to have greater participation in the real decisions of a school, and can support the Student Council to grapple with significant (rather than trivial) concerns.

It is, for example, possible that the Student Council is a 'mirror' the school committees (on which students are represented) with student advisory groups – where the representatives can raise issues and obtain student perspectives and advice for their work.

These structural matters raise further issues for representatives: reporting back and seeking direction from other students through the Student Council and then through discussion at home group or sub-school levels, becomes important for all students' development and learning.

In all these areas, students are regarded as having valuable perspectives, information and skills to contribute to the school's decision making. Student views are taken seriously, and students are supported in developing democratic structures that ensure the views of all students are represented. Students learn democracy by doing democracy.

Networking

There remain larger issues that influence and constrain school decision making. If students are to participate fully as partners in education, they also need to be represented where those issues are considered: on Regional Boards, on Departmental Committees and so on. In turn, this implies opportunities for student representatives to meet and discuss these issues with other students – and not just those from their own school.

Supporting Students on Committees

When students are on school and other committees, they frequently need support to ensure they understand proceedings and are able to have their voices heard. These committees may have to reconsider their procedures, pausing for informal discussion, appointing 'mentors' to brief and advise students and so on. (They may find that such processes assist all members to be more effective.) (For more details, see Connect 116, April 1999, p 10)

Some Issues:

- Who gets to represent students? Again, how do we ensure that there is diversity in representation on decision-making bodies?
- What sort of training is needed for student representatives? Whose responsibility is this?
- Are student representatives taken seriously? It is suggested that there should be at least two students on each body, to provide mutual support. No student should be there alone.
- What support is there for student networking to deal with the 'bigger issues'? Whose responsibility is this?
- How do representatives balance the needs for confidentiality and for consultation?

supplement to Connect 126: December 2000
By Student Participation, we mean ...

Students Deciding About and Implementing Curriculum

The curriculum - the teaching and learning that occurs in a school - is at the centre of what schools do. If we are to talk seriously about student participation, the role of students in the classroom and in their learning, must also demonstrate participatory principles.

That means two things: first, that students should be partners in decisions about and implementation of the curriculum (ie some form of curriculum negotiation should occur); secondly, that the way teaching and learning occurs should have students as active participants and include real and valued learning activities.

Negotiation

Even within centrally determined curriculum, schools have discovered and developed opportunities for negotiation of learning methods; in other less constrained courses, the curriculum partnerships between teachers and students have involved joint responsibility for setting goals, canvassing needs and background, identifying appropriate content, devising learning methods and putting appropriate collaborative assessment and evaluation measures in place.

(For a discussion of some schools' approaches to curriculum negotiation, see Connect 105, June 1997 and Connect 124-125, August-October 2000.)

Roles of Value

It is important that curriculum activities themselves are also characterised by active student participation. These need to acknowledge that students have valuable skills, and can do useful and valued things while they learn. They place students in roles of value in their school and in their community. These activities are valued by the participants (ie based on student choice and decision), valued by the community (with an aim and purpose beyond the teacher/classroom), and valued in terms of learning and the mandated curriculum.

Curriculum Projects

Extensive examples of student participation are seen in the wide range of curriculum projects that have been developed within Australian primary and secondary schools. These can be:

- community development projects in which students create resources and services of value in their communities.

Examples of these projects have included:

- cross-age tutoring in which students teach other students either within the school, or within neighbouring schools or community facilities (e.g. child care centres);

- media productions where students have produced community newspapers (some multilingual) in directories, books of oral histories, or radio or television programs;

- job creation - through forms of enterprise education; community research and action projects in which students investigate and act on issues facing the community.

Examples of these projects have included:

- student research initiatives on topics such as youth homelessness, community safety, irrigation methods etc, in which they write reports and/or propose and organise community action;

- students' environmental studies and reports;

- students working as evaluators - of health project curriculum and so on.

(For a larger list of possible projects and approaches, see Connect 116, April 1999, pp 6-9)

Some of these examples might be discrete 'projects'; other might be on-going approaches that characterise how class goes about its learning.

Some Issues:

- Who gets to negotiate curriculum and to participate in real and valued learning? For example, there has been a tendency to select the 'best' students to be tutors (or the ones who will 'represent the school' best), thereby perpetuating existing inequities and being self-defeating.

- The identification of real, purposeful and valued community-based learning requires schools to reconsider their relationship with their community. There is no shortage of important things that students can do, through which schools are able to meet (or exceed) their learning goals. How schools organise to enable this to happen becomes the important issue.
Since 1998, PASTA has conducted annual leadership tours so that Australian students could experience National Student Leadership Program in both the United States of America as well as Canada. To date 64 students and 7 advisers from NSW, Queensland, Victoria and the Australian Capitol Territory have taken the opportunity to represent their country in this endeavour.

These tours have proven to be very beneficial to everyone who has participated (both students and advisers), not only for the knowledge and skills gained but also the networking opportunities provided between fellow professionals. On a more personal level, there have been many friendships formed that will last forever.

For the students lucky enough to be accepted on any of the past three PASTA USA Student Leadership Tours, the learning experience begins with the process of selection. This difficult task required prospective delegates to write an essay on 'why you wish to be selected' and involved self-evaluation and having the confidence to promote yourself as a genuine young leader with the potential to be a 'great young leader'. After selection all students commenced the challenging, yet rewarding, task of fundraising for the tour, testing organisational skills and setting a goal which was to be achieved within a short period of time. This fundraising process involved writing hundreds of letters and speaking to numerous members of the public and business executives. Before even leaving Australia the students were already experiencing leadership skills. These skills were only to be expanded after setting foot on the plane.

The travelling in general gave a great insight into the American way of living and their heritage, as well as the leadership skill of self-responsibility. The students who were now travelling as a group had to learn to work together as a team within only days of meeting each other. This formed many life long friendships, as was seen when the students stayed with a host family.

Overall the entire trip gave the students remarkable leadership skills which have today shown great potential amongst the delegates as can be seen through many amazing achievements. A few of the many examples of how successful these delegates have been are:

Michael McQueen – gained enough self-confidence from the tour to enter the Young Achiever’s Award, winning the State award and placing second in the National Award. Michael was selected as one of two Australians to represent our country in New Zealand.

Lisa Bolland and Rebecca Heinrich – upon return from their USA tour (at the young ages of 18 and 17 respectively) formed BANANA POWER. Initiated by the influence of American Leadership and the skills learnt through the tour, these two amazing young women had a vision to make a difference with the Australian youth of today and to share the experiences and knowledge learnt from the tour.

Jenny Nam – was able to successfully complete her HSC exams only months after touring. Scoring in the high 90s, Jenny went on to uni but still found time to return to America the following year and be a junior counsellor in the National Leadership Camp.

The value and impact of the tour has also given all of the eligible students the will to continue on and successfully complete their HSC with great results achieved. All of the students had also made a great impact on their local communities by sharing their experiences and newly found leadership skills.

All in all the students have found the trip to be highly beneficial, motivating and inspiring. The trip is recommended by all of the delegates to anyone interested in broadening their leadership skills and extending their friendships worldwide.

Ken Page

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to Connect magazine.
What does membership of PASTA offer you?

- Regular newsletter and informal networking
- Reduced registration fees at Association, State and National level
- Regular seminars, workshops, and conferences
- Practical workshop ideas for use in schools
- Positive support for SRC teacher advisors
- Opportunities to be involved in discussions on

Membership (includes GST and subscription to Connect magazine)

- Membership $110
- Institutions $88
- Concessional $27.50
- Overseas $55
- Student $27.50

For the year ending 30th June, 2001

Phone Number

Home Address

School/Address

Home/Address

Given Name

Title

---

Ring name (or contact details) not visible in the image.
My ‘political career’ started out when I was around 13 years of age. The former Government had made attempts to privatise our three local hospitals. I had decided to attend a rally called “Three Days Of Action” to voice my opinions about the hospital closures. This led me to join a group called “Save Moe Hospital” and to be involved in protests relating to hospital privatisation for the next three years.

From 1996 right through to 2000, I was a member of the SRC at Lowanna College. In 1998, I became its President. At this time, students were pushing for a condom vending machine in the toilets at the school. We went into battle to try to achieve it.

At a meeting with the Lowanna School Council, the battle came to an end when the motion to install them was rejected. Feeling at a loss, I contacted the Herald Sun. The story was in the paper the following week. A year later, the Minister for Education, The Hon. Mary Delahunty MLA, gave schools the opportunity to make up their own minds and decide whether a condoms vending machine was right for their school toilet.

This year the battle was again on as the College Council wanted to install security cameras around the school, including the washroom area of each of our three toilets. Parents and students were outraged by the decision and, because I had the experience to lead the campaign, I went public with the school’s plans.

A few people have said that I went down the wrong path in dealing with this issue, and that I should never have gone to the press. But what few people realise is that, when you have been dealing with issues as sensitive as this, you need to tell someone who will listen. I had learned from my experiences that some school councils will not listen to a 17 year old student (considering that the average age of people on council is around 40 years). I taught myself to tell someone else so they can tell the world. That’s the only way I could get my school to take us seriously in some areas of this issue.

During the campaigning, a lot of pressure was laced on me to give up. I was told that I was not allowed to leave class under any circumstances; it was reported on national TV that I was only doing this for personal gain; my academic results were thrown out to the general public - all of which had nothing to do with the issue itself.

The one thing that you learn about tackling these issues is to be strong, and rely heavily on the support that holds you upright and your chin held high.

People can underestimate your ability and will discriminate against you because of your age. It is something I no longer tolerate. Just because I am 17, that does not mean I am not capable of talking to media, or being involved in making changes in our school environment.

In order to keep running with this campaign, I sacrificed my School Captaincy position. It was a role I must’ve taken too seriously; I was not going to be a ‘yes man’ during my term. My sacrifice was seen to be courageous by people who have approached me since my decision, and have given their support.

However, these days School Councils have no power in my opinion. From my experience, it seems students have little rights, and SRCs are just a facade. This is evident when all major decisions from an SRC have to be channelled through to the School Council, where the issue can be knocked on the head, or given the green light.

Upon having the pleasure of meeting a Year 7 student, Nina, from Sherbrooke Community School, at Talkback Classroom (as mentioned in Connect #124-125), she enlightened me about the structure of their School Council, which has four people from each of the three different sectors of the school community. It was equal representation. It gives students, parents and Department of Education members equal say, something that really seems to be missing throughout the school sectors today.

Sometimes changes won’t happen unless you get out there and make them happen. Students need to stand up for their right to voice their opinion and take little notice of other forces trying to silence them. Whatever you can learn from your experience of being involved in School Councils or SRCs will be something that you can use in the future.
Imagination and Initiative

- **Problem:** A serious shortage of skilled trades-people in South Australia's South East.
  - **Solution:** Train more secondary students for employment in skilled building and construction trades.

- **Problem:** No base of operations for this training.
  - **Solution:** Build a Skills Centre.

- **Problem:** Insufficient on-job training opportunities for the students.
  - **Solution:** Let them work on construction of the Skills Centre (which also helps get the Centre built).

A

nd so they did. Students of the Certificate One in Construction course from five South East schools in South Australia recently completed the first stage of a workshop on the grounds of Grant High School, gaining industry competency in their trades while creating a skills centre which is already in use, further developing those skills.

The project, still in progress, is in many ways an excellent model of initiative and collaboration by the South Eastern schools cluster. The cluster – Mount Gambier High, Grant High and Tenison College – had collaborated on construction-oriented VET projects with considerable success in the mid-1990s, with activity tailing off somewhat as personnel changed. Reinigorated by enthusiastic enquiries by parents, former students and local building industry identities, Grant High School teacher Paul Jup set about putting together the new project towards the end of the 20th century - late last year.

The partners include the Construction Industry Training Board (CITB), who supplied the training package certificate information and resources, the Construction Industry Training Centre who are the auspicing Registered Training Organisation, Group Training Employment - the local group training company, and local licensed builder Terry Walters to oversee the on-site works. Glen Goss was the key organiser from GTE's end, with Paul Jup taking the overall coordination role.

As well as the three cluster schools students from Allendale East Area School and Millicent High have attended.

In March, 2000, the workshop building was complete, and students were working on second-fixings such as putting up shadow boards for the tools that will be used in future training.

A pergola has been attached, and the next stage – an attached classroom for theory lessons – was about to start. More than just a building project or even a training exercise, the finished Skills Centre will be a community training facility for hire. CITB-subsidised courses may take place there, for example.

Paul Jup and his collaborators on the project know that giving students a 'taste' for construction work will inspire many of them into the industry. Discussions with local bodies such as Mount Gambier City Council and the Housing Trust suggest potential future projects in the area. This is important because, as Paul says: "The bottom line is, there have to be real outcomes for full-time employment. That's the only reason for doing this."

From: *Building Skills* (The Construction Industry Training Boards VET in Schools newsletter) Vol 1, No 2, March 2000
Postscript: September 2000:

In an enterprising initiative, 45 students from four schools in the Lower South East have built a Building and Construction Skill Centre where they and students in the future can undertake training. The second stage of the Centre is nearing completion. However, this is just 'bricks and mortar' and what is of essential importance is the level of training being received by the students.

These students from Grant High School, Mount Gambier High School, Tawonga College and Allendale East Area School receive quality, industry recognised training which consists of both off the job tuition delivered once a week at the Centre, and on the job experience.

As well as the students undertaking quality structured work placement with builders, the project is undertaking community projects to further assist the skill development of the students. These projects include work at two nursing homes, three tennis clubs and a tourist information centre...

The Project was an initiative that responded to:

- the needs of the community;
- the need for a clear career pathway for students in their transition from school to work in this area;
- tackling disadvantage within the region; students at risk have been identified and supported.

It has addressed these issues through a quality program, which is recognised and supported by industry. It has also involved its students in the construction of the facility, thereby giving these future industry leaders a sense of ownership and pride in the project.

David Howie
VET Manager, Grant High School
TEACHER EXCHANGE WANTED

Gutsy and delightful Thunder Bay (Ontario, Canada) Dramatic Arts High School Teacher and Director is looking for a positive and challenging exchange teaching experience in New Zealand or Australia beginning Jan 28th 2002. Now that my children are off doing their own endeavours, I am able to travel and have them come and visit me.

Teachable includes: Dramatic Arts, English, Media Literacy, Co-operative Education, Sociology, History, Civics, Career Studies and Politics. I have an Honours Specialist in Contemporary Studies, Dramatic Arts and a Masters of Education in Adult Education.

I am currently teaching at Hammarskjold, a large and supportive high school of 1500 students. Our school is promotes an international presence with French Immersion, World Issues, and Politics.

I live in a great four-storey 100 year old home, 15 minutes from school, and close to lots of skiing (alpine and cross-country). The cross-country is where I am, with lit trails and lovely people. I can walk to the bakery, public library, and small mall nearby. Hiking, canoeing, camping and fishing are the best. Thunder Bay is not a beautiful city, but the country is. We have a symphony orchestra, professional theatre, and a small but wonderful Art Gallery. We are 50 kilometres from the American border... a beautiful drive along Lake Superior to Duluth (3 hours) or Minneapolis (6.5 hours away).

For further information please contact:<bmitche@hammarskjold.lhbe.edu.on.ca> or school fax: +1-807-767-0395

About Currambena...

Currambena was established in 1969 by a group of parents, teachers and educators committed to providing an alternative to the educational systems of the time. The name 'Currambena' means 'happy place'. The school's founders had the good fortune to purchase an existing school site in Lane Cove, where Currambena still operates today. Since 1970, the school has offered preschool and infants/primary education in a learning environment which respects each child's uniqueness.

For more information, refer to the website: <http://www.currambena.nsw.edu.au/>

Progressive or Prehistoric?

Alternative Democratic Education in the 21st Century

Democratic Schools Conference

This conference is being held by Currambena Primary and Preschool from 20-22 April 2001 at Currambena School, Lane Cove, Sydney.

Aims

• To exchange experiences with other democratic alternative schools;
• To share practices, perspectives and stories;
• To explore current theoretical perspectives concerning alternative democratic education;
• To examine current socio-political issues relating to education;
• To develop an organised network of like-minded schools within Australia.

As a means of achieving these aims, Currambena is calling on interested parties to present sessions that reflect practical experience, applied research and debate of policy in the following areas:

• children's learning;
• curriculum;
• theoretical perspectives and trends in education, management and leadership;
• working with parents and families;
• social and political contexts.

These topics are suggestions only and should in no way limit the possibility of presentations.

We encourage debate, discussion and participatory formats, including discussion and debates, workshops, open forums and other innovative and interactive formats. Panels, seminars and lecture presentations are also welcomed.

Call for Papers and Expressions of Interest

Submissions will be reviewed by the conference committee. The acceptance of submissions will be based on the need for program content which reflects the conference aims. Those whose submissions are accepted will be notified as to what further action will be required prior to the conference.

Closing Date: 14 December 2000

205 Longueville Road, Lane Cove NSW 2066
Tel: +61 2 9427 0644; Fax: +61 2 9427 0013
E-mail: enquiries@currambena.nsw.edu.au
Youth Participation and Youth Policy Formulation

These two 'manuals' have been produced by the Human Resources Development Section of the United Nation's Economic and Social Commission for Asia and the Pacific. They draw widely upon examples in this region to discuss and define processes for supporting the active participation of young people in policy and program development.

To call them 'manuals' is perhaps a little misleading, for they don't take a 'work-book' approach or provide a simple 'how to do it' approach. Rather, they draw together some program documentation and tease out some principles, indicators and recommendations.

Youth Participation (Sales No. E.00.II.F.43; ISBN 92-1-119992-1) provides a foundation for policy/program/project development in various UN (and related) declarations, before spending some time profiling various definitions and levels. It then goes on to look at possible indicators which can be used to assess the degree of youth participation in any project. Perhaps the most useful outcome of this is a suggested schema which enables organisations to be reflective, and collect opinions from both young people and from adults within the group, to contrast their perceptions of the degree of participation.

The book then provides 14 short 'case studies' of 'best practice', together with some resource listings.

Youth Policy Formulation (Sales No. E.00.II.F.44; ISBN 92-1-119994-8) contains a similar approach, though perhaps directed more at national government and non-government organisations. It contains major sections on: the concept, rationale and benefits of a national youth policy; the formulation process of a national youth policy; the content of a policy; policy implementation; and measuring the effectiveness of a policy. Resources again include relevant UN-related declarations, organisational contacts and broader references.

Both manuals are available from bookstores and UN sources throughout the world. If there are difficulties in finding these, contact the United Nations Sales Section in New York or Geneva, or:

HRD Section
Social Development Division
UN Economic and Social Commission for Asia and the Pacific
United Nations Building
Rajadamnern Nok Avenue
Bangkok 10200, THAILAND
Fax: +662 288-3031
Worldwide Real Education Network  

WREN is not just a network of alternative schools; it is a network of organisations committed to a distinct set of values. It has been set up to link organisations dedicated to education which is controlled by the participants and which respects the growth of the full humanity of each person.

There are many more than most of us have realised, and it is important that we should know of each other because there is strength in numbers.

The network was set up at the Tokyo International Democratic Education Conference (IDEC) in July this year. At the beginning of September we e-mailed or posted letters to all those who had filled in the form to join. The response to these messages showed that (a) most people working in alternative schools have no time to spend answering e-mails about abstract ideas like international networks, however enthusiastic they may be in principle; (b) there is disagreement about how to define the educational ideals we stand for; and (c) although several people have clear ideas about what we are supposed to be doing with WREN, their ideas differ.

These are our answers, which should clarify what we are doing.

**Time**

We have assumed that no answer implies lack of time rather than lack of interest and resolved that in future we will not ask so many questions.

We are now writing to a new range of schools, organisations and individuals who seem likely to share what we believe to be the WREN ideas, as expressed by various people at the Tokyo conference. We are asking them whether they would like to join us, either individually or as members of a group.

**Definition**

There are certain ideas defined in the statement of WREN aims. Nevertheless there are some differences:

- Some of us see human rights as the backbone of all we are working towards, and others rate human relationships more highly;
- Some of us see cooperation between children and adults as the ideal way of learning, and others believe that children must be left to make their own choices without adult interference;
- Some of us see the democratic process as essential, and others (usually in smaller schools) prefer an informal sense of equality;
- Some of us want parents brought into school decision-making, and others exclude them.

These differences enrich us. We share objectives but we are trying out different ways of reaching them. Welcoming such differences will help WREN to develop.

**Strategy**

The next IDEC is being planned in Hope Flowers School in Palestine ad the Institute for Democratic Education in Israel. There is still hope that this will occur.

Please pass on this information to any other schools, organisations or individuals who you think might be interested.

David and Lynette Gribble
4 Dene Cottages, South Brent
Devon TQ10 9JE, UK
E-mail: grib@dial.pipex.com

International Democratic Education Conference  

IDEC is not the name of an organisation or a group. What happens is that at each year’s conference, a school volunteers to run the conference for the next year. If practice, there has sometimes been delay in finding volunteer, and for 2000 there had to be a choice made between several schools. At intervals, calls have bee made for a official structure of some kind - another one came at Summerhill in 1999 - but in practice, the autonomy of individual schools in arranging their own conference has made for exciting variety.

Once representatives of a school have agreed to run a conference, everything is in their hands - date participants, cost, accommodation and style of conference. The length of the conference has varied between two to four nights in 1998. Students from both host schools and visiting schools have nearly always played a large part; the conference at Sands in 1997 and the Tokyo conference in 2000 were in fact run almost entirely by students. The longer conferences have included days of sight-seeing and varied cultural and social events. Sometimes, there has been a full programme of prepared talks and workshops, and sometimes the programme has been entirely decided by participants after they arrived; sometimes there has been a bit of both. Some conferences have been funded entirely by the host school or by outside agencies, but some schools have had to charge a fee. All decisions about such matters are taken by the host school.

The first conference was in 1993, in Israel, at the Democratic School of Hadera. A few teachers and students from democratic schools found themselves at large conference in Jerusalem, called Education for Democracy in a Multi-cultural Society. The participation was mainly of philosophers, professors and politicians, so the teachers and students hardly had any opportunity to contribute. A small group was invited to hadera for two days after the big conference, and the discussions were so stimulating that it was agreed to meet annually.

For the first four years it was known as the Hader Conference, and David Gribble sent out a newsletter two or three times a year. There were few contributors and eventually it was abandoned. The hope was expresso that the internet could provide a substitute, and Jerry Mintz now offers an IDEC listserver (idec@edrev.org).

There are differing views as to the purpose of the IDECs. Some see them as an opportunity to discuss share problems in a supportive atmosphere, where you know that other people share your values. Others hope to spread the idea of democratic education by inviting possible converts and attracting favourable publicity. Others see the conference as a means of bonding school in the sense, because as of that you can offer support in times of crisis, on the ‘united we stand, divided we fall’ principle. Some see them as a way of improving the public perception of the host schools in their own countries. The purpose of any given conference is decided by the school that is organising it.

The host school also decides who is to be invited. Usually you get an invitation by simply expressing a desire to attend, but for the second conference at Sands, the limit was set to the number of people from any one school and it was suggested that at half the delegates from each school should be students.
The 2000 IDEC in Tokyo was organised by a committee consisting mainly of students, and attracted around a thousand participants.

The best way to demonstrate the development of DEC is a simple list of the conferences and the countries represented there:

993 The Democratic School of Hadara, Israel
   Austria, Israel, UK, USA
994 Sands School, England
   Austria, Israel, UK
995 The WUK, Vienna
   Austria, Germany, Hungary, Israel, Norway, UK, USA
996 The Democratic School of Hadara, Israel
   Austria, Australia, Canada, Denmark, France, Germany,
   Hungary, Israel, Palestine, Ukraine, UK, USA

1997 Sands School, England
   Austria, France, Germany, Israel, Japan, New Zealand,
   Palestine, Turkey, UK, Ukraine, USA
1998 The Stork Family School, Vinnitsa, Ukraine
   Germany, Israel, Japan, New Zealand, Poland, Russia, UK,
   Ukraine, USA
1999 Summerhill School, England
   Austria, Belgium, Canada, France, Germany, Greece, Japan,
   Israel, Netherlands, New Zealand, Palestine, UK, USA
2000 Tokyo Shure, Japan
   Australia, China, Germany, Guatemala, Hungary, India,
   Israel, Korea, New Zealand, Palestine, Philippines, Poland,
   Russia, Thailand, UK, Ukraine, USA

David Gribble

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on:
(03) 9489 9052 or (03) 8344 9637

Australian:

Curriculum Perspectives (ACSA, Deakin West, ACT) Vol 20, No 3; September 2000

Education Links (Centre for Popular Education, UTS, NSW) No 60, Winter 2000

Other Ways (AERG, Chirnside Park, Vic) No 85, September 2000

Rights Now (National Children's and Youth Law Centre, UNSW, NSW) September 2000

Tartlink (Victoria University, Vic) Issue 41, September-October 2000

Youth Studies Australia (ACYS, Hobart, Tas) Vol 19 No 3, September 2000

International:

Communication Research Trends (St Louis Univ, USA) Vol 19 No 4, 1999

Country File on School Student Representation (OBESSU, The Netherlands) + 'Aims of Education' poster

Education Now (Nottingham, UK) No 29, Autumn 2000

The Education Revolution (AERO, New York, USA) No 30, Fall, 2000

SSIC News (OBESSU, The Netherlands) August/September 2000

National Coalition News (NCACS, Michigan, USA) Vol 25 No 2; Early Autumn 2000

Student Activities are Hot! Hot! Hot! (NASSP, USA) November 2000 - conference brochure

Youth Participation Manual (HRD, ESCAP, UN, Bangkok, Thailand) 2000

Youth Policy Formulation Manual (HRD, ESCAP, UN, Bangkok, Thailand) 2000

Student Participation Support Materials Available

See the back page of this issue of Connect for listings and order form

Democracy Starts Here: Junior School Councils at Work

Descriptions and practical information about active citizenship in primary schools

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- Cross-referenced Index to contents of Connect back issues ($5) $ ............

Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 ($5) $ ............
- Democratic Decision Making in Schools - Victorian PEP (1987) ($3) $ ............
- Democracy Starts Here! Junior School Councils at Work (1996) ($7 or $12 for two copies) $ ............

Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) ($25) $ ............
- Foxfire: 25 Years (Doubleday) ($25) $ ............
- A Foxfire Christmas (Doubleday hardcover) ($25) $ ............
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: $5) $ ............

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